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AUTHOR	Gray, H. L.
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ABSTRACT

Each interpretation of staff development is derived from a particular theory of organizations and a particular understanding of educational and personal psychology. This paper outlines several organizational theories on which staff development might be based. Staff development is considered as being concerned with all those needs of the individual that relate to membership in the organization and all the needs of the organization as they affect and make demands on individuals. Staff development is seen as a way to deal with organizational conflict and a way to promote the personal growth of organizational members. Organizational development approaches to staff development are compared to authoritarian and traditional approaches. Suggestions for forming a staff development unit in an academic institution are offered. (JM)

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STAFF DEVELOPMENT

by

H. L. Gray

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Staff Development lies in the area of concern where the needs and interests of the individual come into relationship with the needs and opportunities of the organisation of which he is a member. Any interpretation that we make of Staff Development will derive from a view or theory of organisations and our particular understanding of educational and personal psychology. At one extreme are those who see the needs of the organisation as paramount and over-riding and, at the other, those who see organisations as having no other purpose than to satisfy the personal needs of individuals. It may be argued that neither extreme is, in practice, so far from the other as at first seems since no organisation can function without the commitment of its members while no individual can be an effective member of an organisation without making a commitment to other members and such a commitment can only be expressed in organisational terms.

It is useful to distinguish three levels of organisational activity. The first level is the level of the technology of the organisation. Some organisations have a complex and overriding technical system such as chemical process plants where the structure of the organisation is basically dependent on the physical technology of chemical manufacture. Within a given technical structure there are a limited number of basic variations, of course, though the organisation must be able to accommodate new developments in the manufacturing process itself.

The second level is that of administration which is the routine activities by which people work the basic technology. This can be described in the usual jargon of firms and companies where the

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technical tasks are expressed in terms of the jobs people have to do in order for the primary technical tasks to be performed. The tendency for organisations is to reduce the number of people involved in the primary technical tasks and to increase the number of people in secondary administrative tasks. Technical developments tend to decrease the number of people employed at the primary task but to increase the number of people employed in administrative and support activities.

The third level of organisational activity is concerned with the social and interpersonal relationships which go to make up the culture of the organisation and from which the particular 'ethos' of the organisation derives. This is the level at which people 'experience' membership, for when we think of an organisation we almost invariably think of the people there, the personal atmosphere of the place.

Organisations find problems arising at all three levels but they become increasingly difficult as they move up through the levels. Problems have to be solved at all three levels but are most intractible at the psycho-social level. The reason for this is that each member has a very personal view of the organisation - his perspective which is entirely coloured by his previous experience, his understanding of his own needs and his personal value system. Disputes in organisations are always about perceptions or fantasies and never about shared realities. (Of course, for each individual, his perceptions are the reality). The only practical reality in organisations arises from some consensus or congruence among groups of individuals so that the greatest reality is congruence among the greatest number of people.

A fundamental problem in any discussion of Staff Development is that each member perceives the organisation in some way differently from anyone else and his view of what are Staff and Organisational needs is subjective. An important area of question is around who sees "more clearly" needs within the organisation for it does not follow that any one position in the organisation provides more clarity of vision and understanding than any other. For this reason there can be no overall supervision of staff development from a single position in the organisation. Nevertheless, Staff Development

does not occur spontaneously - or rather, it does occur spontaneously but by default and not design - and yet, it is the most important single aspect of management in any organisation; the more complex the organisation, the more complicated the nature of Staff Development.

If we return to the three levels of organisational activity it is clear that one requirement of staff development is concerned with increasing people's competence in the performance of the primary tasks. In education, this is teaching (however this may be eventually defined). Alongside learning to be more competent must also come learning to be open to new competences required when the basic technology develops as a result of practice, research and innovation. It seems, however, most likely that learning material competence is not the first requirement though this has been traditionally considered to be the case with industrial training. A prior condition to learning technical competence is the affective attitude towards the skills, the emotional orientation. A teacher's openness to change is a basic starting attitude to understanding his tasks; it does not develop as a natural consequence to changed circumstances. Training tends - certainly in manufacturing industries - to be concerned with teaching the "right" way to do a job. Organisational values that include "the right way" also include conformity, rigidity and dependency in their culture or ethos; these values are conservative and unreceptive to change influences.

Individual personality develops long before an individual joins an employing organisation and people try to choose occupations that are compatible with their personality needs. But an organisation that has conformist values and recruits members accordingly cannot expect such people to respond willingly and easily to organisational demands for creative change. Equally, organisations that recruit creative and imaginative people cannot expect them to be easily biddable and quiescent towards authority. All organisations have the dilemma that both conformist and unconformist members are required. At every level of management each individual has to discover the best mix of conformity and creativity. The nearer an individual comes to top management the more the organisation <u>needs</u> him to be creative and independent but the more it coerces him to be uncontroversial and conformist, though conformity within a top management team may be

of a different kind from that required elsewhere in the same organisation. Each organisation has to work out in its own way how these conflicts are resolved but the more simple or monolithic the organisation (and the more authoritarian) the more difficult will it be for the two conflicting sets of needs to be accommodated.

No management activity in an organisation is neutral or value free and it is totally unrealistic to assume that a Staff Development programme is not a potent aspect of the power struggle that characterises all organisations. No theory of organisations and no pseudo theory of management discounts the importance of conflict in organisations. Conflict, it may be said, is the dynamic of organisation. If one describes an organisation in terms of where people are and what they are doing*, their activity which is, of course, a process of change, is the result of the latent and actual conflicts that they attempt to resolve and/or accommodate. Staff Development may thus be defined as a systematic effort by management to deal with organisational conflict in such a way as to give greater satisfaction to individuals and to smooth the administrative processes as a consequence.

We need to turn now to the second level of organisation which is administration (or bureaucracy). Administration is all the procedures that are routinised in order that the primary task(s) may be most satisfactorily fulfilled. Administrative activity is the most visable activity of any organisation because it is what the observer sees. It is manifest in all the things observed to be going on among the members - meetings, memos, reporting, gathering together and dispersing, sending instructions, hiring and firing and so on. Most books of management are about these kinds of activity. Behind them, the primary task of the organisation is often obscured even when there would appear to be a tangible product of the firm.

Membership of an organisation can be described in terms of an individual's career**. An organisational career is a map of progress through the organisation in terms of time, location, position, and status. Each

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* This is the definition of "structure".

** See my paper, "LEAS need new ideas on recruitment and promotion" for a fuller explanation ("Education Management" Supplement to 'Education' 29) March 1974

individual joins an organisation for career purposes - to further his own career - and he will seek to ensure that his membership gives him the kinds of returns or rewards that he most values. In order to obtain a greater reward he may be prepared to endure some lesser privations but his essential concerns will be ones of self interest. We cannot assume that altruism is anything other than a form of self-interest. When organisational needs are seen to override individual needs, acceptance becomes a consequence of coercion. It is important to understand that though one must talk of 'the organisation' as if it were an impersonal thing, in fact, the organisation is always an individual or coalition of individuals. A statement such as "The school cannot permit teachers to leave classes unattended" is a sentiment of a real individual not an impersonal entity. Even 'decisions' made by large bodies have to be understood as completely subjective and not neutral views deriving from an impartial entity. All decisions made about Staff Development are made subjectively and to further the interests of some group or individuals as part of the power structure of the organisation.

To accept the reality of organisational conflict and the problems of power and authority is to go a long way to mitigating their bad effects. The most pernicious stance of members of an organisation is to deny the existence of conflict and the provenance of power and authority. It is equally dysfunctional to refuse to resolve the issues by substituting other issues for the substantive ones though this is exactly what characteristically happens.

The organisational membership of each individual is a state which can work either to the good of the individual and the organisation or against the good of the individual and the organisation. Staff Development programmes aim to increase the satisfaction of individuals in the expectation that satisfied (happy) individuals make far greater satisfaction (happiness) for other individuals and hence, a happier organisation ensues. This means that as an ultimate consequence the aforementioned issues of conflict, power and authority are resolved for that individual. Although many of the activities of Staff Development do not centre on these issues, as an essential aspect of management they lead to resolving the basic problems of human organisation.

The term 'management' has been used here in distinction to administration. I define administration as concerned with routinised tasks, the daily procedures of organisation, the purpose of administration is facilitative - it is to help in the performance of the primary task. Management, I define as the problem solving activity in an organisation. Hence, management is a function shared by members and is also an aspect of administration from time to time. However, management often means, in practice, the control function of an organisation where control does not mean, in practice, the function of moderation but rather the function of administration. Authoritarian management has a host of distinctive problems because it often derives from a particular personality or temperament. Management styles are, of course, a function of personality but an authoritarian form of management is not well suited to organisations where, in practice, the "authority" of expertise is a shared function. For example, authoritarian management is impossible in research departments, creative agencies and groups of 'professionals' because the authority of the primary task technology is a shared quality deriving from expertise. On the other hand, authoritarianism is highly suited to situations where members have little or no expertise. The problem of teaching is that at the beginning the situation is one where the teacher has expertise and the students do not, but as learning progresses students gain expertise and may well gain greater expertise than their teachers. Educational institutions have tended to get stuck at the stage of un-shared expertise when they 'ought' to be organised on the basis of shared expertise. An organisation is in great difficulty when the management values are at odds with the values of the technology. If schools, for example, are aiming for values that involve sharing, mutuality caring, respect for individuals, academic values and an intellectual culture to organise them in authoritarian ways is counterproductive and sets up unresolved conflict in the minds of students. There are other ways of being supportive of immaturity and learning than pure authoritarianism. Colleges of Adult Education are managed on a different set of values from the traditional technical college. One of the dilemmas for the polytechnics is that they have inherited many of the old Technical College values at a time when the basic tasks relate more closely to those of the (traditional) university. In fact, the polytechnics have not yet found an appropriate set of

values for the kind of work they have been doing and now that even newer tasks are imminent, the need for an appropriate culture is urgent. Another way of expressing the issue is to say that it is concerned with coercion and freedom. If education be liberation, can it be brought about by coercion?

The primary task, then, of an educational institution is teaching. However we define education, the way in which it takes place is by learning and teaching. We must consider the terms 'teaching' and 'learning' to be aspects of the same process. The administrative functions of an educational institute are to facilitate learning and teaching. People join an educational institution in order to help in the promotion of their primary activity. The kind of teaching that goes on determines the organisational culture. We can see this most clearly if we look at an Infant School or an Adult Education College. The values which underpin activity are quite clear in these kinds of educational institution (and often much less so in other kinds of school or college).

For our present purposes we can discount the development needs of students because we can assume that their needs are covered in the teaching structure. Students also have a different technical relationship or contract with the organisation from teachers. Also we must in practice make a distinction between those member functions which are on the one hand related to the teaching or academic function and, those related to the service functions. (We may define service functions as those activities which would have to go on in the buildings etc. whatever the primary task). There are, of course, overlaps and unclear distinctions but, at the present point in the discussion, I shall refer to teachers as those concerned with the educational purposes of the institution.

A teacher joins a school or college for a set of personal reasons and purposes. Most probably, he joins because he wants to be a teacher though he may well join because he wants to achieve something else and teaching is a means to this other end. We should not discount other motives. His hope will be that he will fit into the organisation and that he will be able to change the organisation in some way to suit himself; certainly he will hope to increase the influence he

has over his own situation as the days and years go by. If he gets what he believes he wants he will stay on; if he does not get what he wants he will leave; if he cannot manage to leave or leaving has too many other problems associated with it, he will come to some accommodation with the organisation; such "accommodation" may include active disaffection*.

An organisation receiving a new individual becomes changed in some way. Members have to accommodate themselves to a newcomer who is always a threat to someone already there. The newcomer relates, of course, not to an impersonal organisation but only to people in it. If he is 'creative' he will make friends and enemies; if he is not creative he will make mostly friends. Critical for creative newcomers are the friends they make and the status in the organisation of those friends. Bad management encourages the divisions that now develop between people: good management attempts healing. The process of induction, accommodation and healing is the process of Staff Development.

We can think of Staff Development on a line from Personal Concerns to Organisational Concerns. At the one end (Personal Concerns) are the pastoral functions, the personal care of staff, and at the other are the organisational concerns with innovation and change.. Of course, everything is inter-related and 'retro dependent' in that as one aspect of need is dealt with so another comes back to the fore. So, we can say, Staff Development is concerned with all those needs of the individual that relate to his membership of the organisation, and all the needs of the organisation as they affect and make demands on individuals. We are talking, then, about the <u>essential</u> "administrative" function that facilitates the management function - though we need to think in terms of processes rather than discrete activities.

At one extreme, Staff Development is concerned with those matters of personal concern which might be termed personal 'pastoral' needs.

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* For a fuller discussion of this idea see my 'On Starting a New Job'. Journal of Occupational Psychology 1975, No.48 pp. 33-37.

In some companies this was developed as a Welfare Function but it is better thought of as more than that and as almost identical to the counselling provision made by Student Services in schools, colleges, universities and polytechnics. At the other extreme, is training in the administrative and management aspects of the institution: the activities that go with the jobs that have to be done by members in order to 'maintain the institution'. As a person moves to new positions in the organisation he needs to learn new procedures and techniques. Even from his first arrival, he needs to learn the particular ways in which things are done and this is part of the essential induction process.

Fundamental to all that goes on in Staff Development is a need to develop the individual in a personal way. This may be termed 'personal development' or 'personal growth' but it tends to be overlooked because it appears to be less tangible (and less capable of manipulation) than personal growth. We need to recall that within organisations there will be general preference for conformism and effort will be directed towards helping people to fit into the culture. Personal Growth is concerned with the discovery of greater personal independence or autonomy and, therefore, tends to threaten other people. Here is another of the dilemmas of organisation. Organisations will only thrive if people are encouraged to self-fulfilment but people who try to fulfil themselves come at odds with the organisation. Hence a measure of organisational health is the extent to which it can accommodate variances, differences and deviation. A problem with systematic approaches to Staff Development is that almost by definition they find it difficult to accommodation deviance and the unanticipated.

It is for reasons such as this that the wider term Organisation Development has come into use in recent years. Organisation Development is concerned with helping the 'organisation' to change and adapt with implications the organisational structure. In practice, Organisation Development works with individuals and uses the techniques of personal counselling and personal growth skills, group training and so on but the target is organisational change. For example, organisation development would be concerned with developing teams and discovering new ways of running departments and meetings. It would focus on changing

individual and group behaviour and relationships and move the culture of the organisation away from an authoritarian climate to a collaborative, collegial ambience. To some managers, organisational approaches are a personal threat and embody a counter ideology. A test of the validity of Organisation Development would be to match its values with those of the primary technology so that we would ask 'Are the values we express in our teaching the same as those we express (or wish to express) in our management? and vice versa. An organisation with an authoritarian ethos would, of course, use organisational development as a means of reinforcing the authoritarian mode of relating but, of course, could not in any way avoid issues of conflict. In my own view, organisation development (OD)* approaches are more realistic about the nature of conflict than authoritarian and traditional approaches to Staff Development. But authoritarian institutions tend to ignore the potential for conflict by wishing it away until there is a major catastrophe where blame can be reapportioned to historical accident.

Although all organisations have a distinctive culture and public image, there is rarely a case when all the members subscribe to that culture. Often familiarity with organisation simply shows up the great gulf between fantasy and reality. Benign institutions are seen to be oppressive and dictatorial organisations are experienced as benevolent. Large organisations can accommodate a vast range of personal differences and ideologies so long as there is no active friction at critical boundaries. Fundamentalist evangelicals can work very well with atheistic liberals until issues of social coercion arise. Formal and experiential methods can exist side by side until one attempts to progress from the one to other or to use them interchangeably. The reconciliatory function of management must use techniques of personal counselling and OD to satisfactorily resolve such confrontations because they occur in terms of real people and not just abstract ideas. Too often in educational institutions plans for new courses go awry simply because juxtapositions that look acceptable on paper become incompatible once they are expressed in people's behaviour. Almost any scheme which appears logical on paper

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* The abbreviated form 'OD' refers to a particular form of management style that focusses on the psychological problems of an organisation. There seems to be no way of avoiding confusion over the rather different meanings of the terms "Organisation Development" and Organisational Development

will be found to be flawed when it comes to practice. It seems as if there is a logic of behaviour that is different from the logic of mechanical reasoning.

It is too often forgotton that change is in the nature of organisations. Most management behaviour is based on a time-slice or snap-shot perception of the organisation and can never deal with the realities that have since transpired. At the very worst some management ideas assume that organisations do not change. But natural change cannot be entirely predicted and good management is concerned with the unpredictable. "Natural" change cannot be diverted against its inclination- not that one can ever know beforehand the inclination - and the nature of change may be unwelcome without respect to person or position. All organisations have a natural conservatism as well as a natural tendency to change. Conservative and change forces are spread throughout the organisation but the force to remain the same is always the strongest. It is easy to see why this should be so for otherwise an organisation would have no stability and energy would be dissipated in hundreds of fads and whims. Sound management uses the forces of conservatism as fully as the forces for reform - but it does use both. Staff Development must, therefore, have as much meaning for keen innovating members as for cautious stabilising members.

If organisations change, they also follow broad patterns of change. Reform and consolidation are recurrent phases occuring in a constant sequence and it is useful to know which of the phases an institution is in. But, there are also fits and starts which are less manageable. Sudden rushes of enthusiasm that never become consolidated; false rushes into new territory which leave wounds that never quite heal; false enthusiasms on matters that are a substitute for and an avoidance of critical situations. There is sometimes talk of organisational renewal when the real issue should be to allow organisational death. Perhaps the most neglected aspect of organisational behaviour is the need to let die. We need more complete terminations and more total recommencements than most organisations are able to cope with. Organisations are littered with vestiges of former structures which serve no purpose other than to frustrate new and demanding activities. Only an organisational perspective on Staff

Development can begin to cope with this area of management problem.

I am quite convinced that the key to adaptability, coping, innovating and so on, so far as the individual is concerned, is Personal Development by which I mean help with one's own maturity, the growth process as we pass through life. The persistent problems of managers always arise out of their own personal immaturity and it may even be the case that the need for status and social esteem leading to ambition for a high position is a consequence of personal immaturity (though it would be difficult to imagine a society in which no one accepted positions of leadership). This is not to say that lack of ambition is a sign of maturity - to have no drive and personal ambition is equally immature. But it may well be that institutions encourage the dependent rather than the autonomous individual and often headship does not give the esteem and companionship that is desired. In any case, anyone who reaches a position of power is in danger of abusing it unless he has strong, restraining support from a peer group.

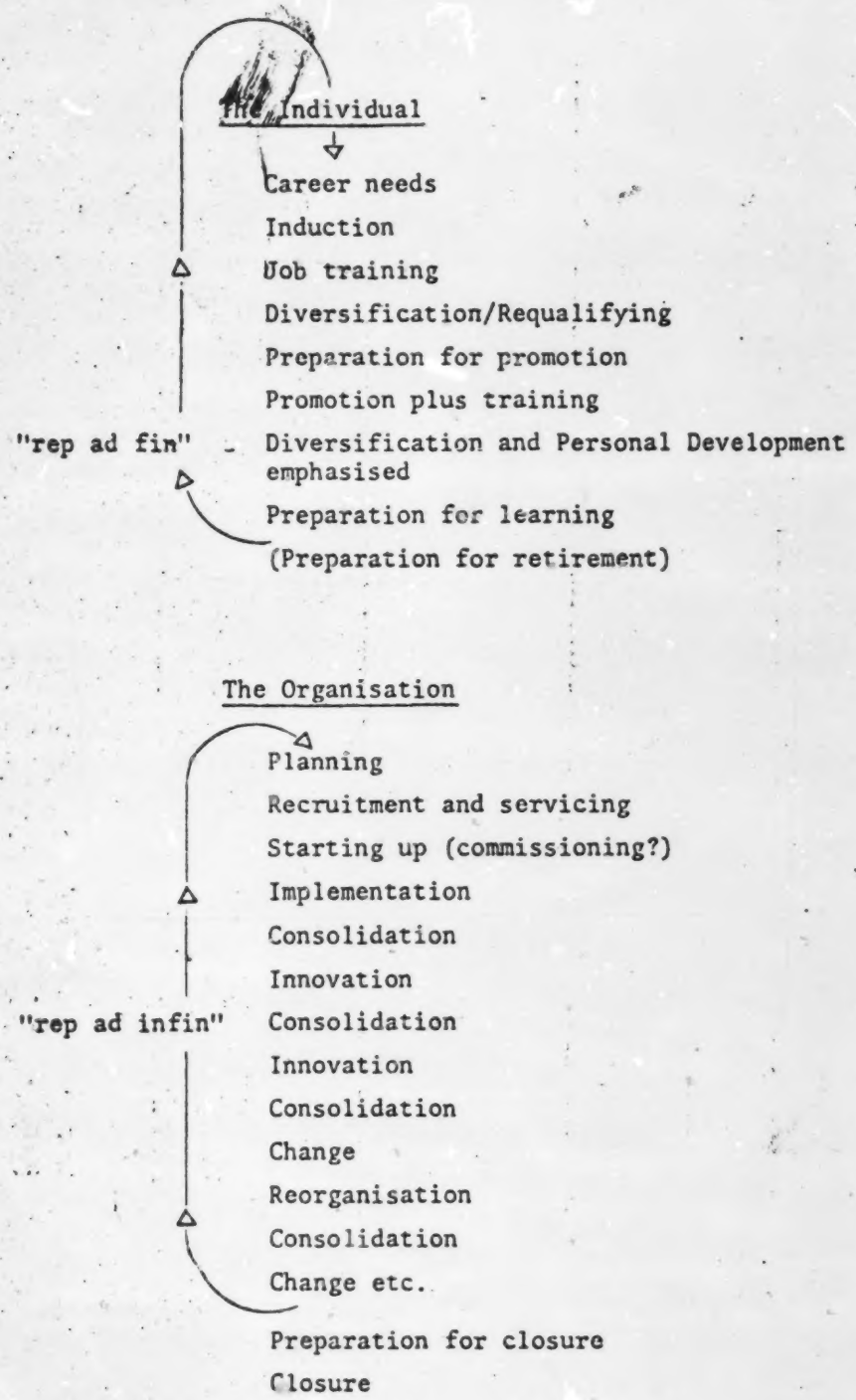
We cannot, in considering Staff Development, ignore the special problems of those in command or in power positions within the organisation because they are caught in the midst of organisational demands with which they may or may not be in sympathy and which influence personal needs, inclinations and dispositions. Heads of sections, departments etc. are in especially vulnerable positions because they are at stress points in the organisation, at boundaries or interfaces between culturally competing groups. Organisational demands on individuals at these interfaces are always unjust because they treat the individual as an object - the personification of the collective link of his department or unit. Heads receive less help and are subject to more demands than other members and few have the skills to deal with the objectified conflict endemic to their position.

It must be clear from what I have said that Staff Development is not a function that can be hived off to a single department or unit. Staff Development is a conscious response to the working of the organisation and therefore is everyone's responsibility. But, of course, resources are not evenly and equally distributed throughout the

organisation and inevitably some structural provision has to be made to ensure that a sensibly systematic provision for Staff Development occurs. How large such a unit is and what resources are allocated to it depends on the size of the organisation and the nature of the tasks that have to be undertaken. There is, too, a question about the relationship of Staff Development to the senior directorship and any 'official' organisation "policy". While it would be dysfunctional for the Staff Development Unit to be a crude instrument of higher management, it should be possible for it to function with close links with the 'directorate' but with considerable freedom within the cultural values of the organisation which derive, as I have already illustrated from education, from the ethos appropriate to the primary tasks.

The facilitation of Staff Development includes organisational and personal needs but works through individuals and groups of individuals. Structural changes will almost inevitably occur as a consequence but structural change cannot be imposed as if behaviour was a consequence of structure. "Structure" is the dynamic of relationships and, therefore, is a consequence of behaviour not the cause of it. To understand this is a primary condition for understanding organisation s for it also is the basis for a critique of management theories. So, because we cannot look for structural solutions to the problems of organisations, we need to clarify those matters of group and personal need that are the substance of Staff Development, remembering that almost all organisational (and management) activity is part of the process of staff development.

PERSONAL AND ORGANISATIONAL PHASES OF STAFF DEVELOPMENT



An interesting and useful account of Staff Development is given by Mary Lynn Crow in a report on staff development provision in eleven southern universities in the United States*. She gives nine reasons why the universities themselves were interested in Staff Development in addition to the reason students were interested (it led to better teaching). These reasons are:

Levelling or declining student enrolment

Decreased mobility of faculty and administrators

High percentage of tenured faculty members who were mostly in their forties

A buyer's market for students with regard to educational opportunities

Economic crunch for universities and for students

The need to better equip graduate students to compete for jobs in higher education

The proclivity of students to tell it like it is, not to be awed by a teacher's authority, and to bring legal action if they don't get what they pay for

Increased demand for accountability by parents, board members, legislators and the public in general

An articulate and often negative press

These reasons provide a picture of educational environment entirely familiar in the United Kingdom situation though some of the pressures (eg. student recourse to law) are only just beginning to be felt. Above all, the critical factor that forces attention on Staff Development is the immobility of staff, so that frustration builds up for individuals in their own job and the institution because accustomed elasticity has disappeared. Perhaps, however, it is a sad comment on the management of institutions that Staff Development becomes a concern only when the institution is perceived to be threatened.

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* "Emphasis on Faculty Development" by Mary Lynn Crow in "Faculty Development Centres in Southern Universities" Ed Mary Lynn Crow et al. Southern Regional Education Board, Atlanta, Georgia. (1976).

Dr Crow makes a further useful categorisation by drawing on a scheme by Bergquist and Phillips* and also one by Gaff** The Bergquist and Phillips model consists of the following sections:

I. Instructional Development

- A. Evaluation
- B. Diagnosis
- C. Training: Traditional Methods
- D. Training: New Methods and Techniques
- E. Curricular (sic) Development

II. Organisational Development

- A. Team Building
- B. Decision-making
- C. Conflict Management
- D. Problem Solving
- E. Managerial Development

III. Personal Development

- A. Discussions about Teaching
- B. Career - Life Planning
- C. Interpersonal Skills Training
- D. Personal Growth
- E. Therapeutic and Supportive Counselling

Gaff's model is an amplification, in effect, of the Bergquist and Phillips scheme differing only in the terms used to denote personal or individual development.

1. Instructional Development programmes focus on how the conditions of learning are designed, particularly as these relate to courses. Such programmes strive to improve student learning by such means as preparing learning materials, redesigning courses, and making instruction systematic.

11. Faculty Development programmes focus on the faculty members themselves rather than on the courses they teach. Such programmes strive to promote faculty growth by helping faculty members to acquire knowledge, skills, sensitivity and techniques related to teaching and learning. Areas of emphasis would include knowledge

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* Bergquist, William H and Phillips, Steven R. A Handbook for Faculty Development The Council for the Advancement of Small Colleges. Washington DC 1975

** Gaff Jerry G. "New Approaches to Improve Teaching" in Learner Centred Reform Current Issues of Higher Education 1975. Dyckman, W. Vermilye (Ed) Josey Bass San Francisco 1975 pp 90-97

about higher education, feedback about their own teaching behaviour, teacher's affective development, and awareness of other disciplines and the community.

iii. Organisational (sic) Development programmes focus on the organisation within which faculty, students and administrators work. This approach strives to develop policies that support teaching improvement and to create an effective environment for teaching and learning by improving interpersonal relationships and enhancing team functioning.

Staff Development relates, as I have already described, to the career of the individual within the organisation and it is clear that the approaches described focus on the needs of the individual within the organisation. But it is not entirely clear how separate Staff Development is from the Personnel function. Recruitment and Conditions of Service, tenure and secondment have technical and legal implications. The recruitment process cannot be separated from induction and the decisions to advertise posts at particular grades depend on decisions about succession planning, organisational needs and even (as is the case just now with universities) the salary level payable - and consequently the experience of new staff. Each institution must work out the differences between Personnel and Welfare on the one hand and Staff Development and care on the other. One distinction is operational - that between the jobs done by the administrative side of the institution and the academic. Staff Development is largely an academic function and a Staff Development 'Unit' would be staffed essentially by academics.

The size of a Staff Development Unit will depend on the size of the institution but it is unlikely to be less than three academics since the skill areas required are educational technology, curriculum development and instructional design and personal psychology. The likelihood is that Units will begin with staff qualified in the first two discipline areas because they seem to be the most tangible and concrete. In fact, the deepest need is for personal and social psychology because the problems that arise have their basis in problems of personal morale, identity, self-esteem, confidence, fulfilment and so on. With little mobility in educational institutions an increasing and large number of Staff Development problems will be concerned with individual dilemmas. One can predict with some certainty that staff

problems in the next decade will be concerned with personal satisfaction at work and at home, boredom, frustration, fear and anxiety about the future, and emotional withdrawal as a consequence of aging and maturing. Equally, more and more students will be adult on part-time or shortened courses who are facing the same personal problems as their tutors.

In addition, to the traditional "training" methods used in initial teacher training, industrial training departments and even, until quite recently advocated by the University Teaching Methods Unit*, new approaches will have to be found that focus on personal needs rather than technical skills. Though technical skills training is essential for some types of teaching it is a basic necessity and not a consequential necessity. Even when teachers are fully able to do all that teaching requires of them, they will have a large area of problems. Indeed, I suspect this is by far the largest area of problem. New forms of job enrichment, staff secondment, day release and partial employment will have to be thought of. Even the current vogue of giving a year off for work towards a higher degree is unsatisfactory because it no longer leads almost automatically to promotion and the staff member returns needing to come into a more richly rewarded situation. And, from an organisational point of view, few departments really know how to use the potential and undeveloped skills of staff. The blockages to creativity in organisations, especially (surprisingly enough) educational ones can be quite horrendous.

The details of how a Staff Development Unit works must inevitably depend on the leadership of the insitituion. It can be a key element in institutional development or a backwater for awkward staff. Success will only come if the Unit has high organisational status, the members are highly regarded academically by their professional colleagues and if they work collaboratively with staff, units and departments. Staff Development Units fulfil a facilitative role at every juncture and are not an instrument of management coercion. Hence staff must practice a great deal of tact in personal relationships while engaging in visible and recognised work. Unit staff

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* See for instance, "Improving Teaching in Higher Education" UTMU 55 Gordon Square, London, 1976 Some small change is offered in the courses offered for January-June 1978 evidence by more emphasis on understanding the experience of learning in groups.

should also have temporary membership (four or five years) so that the Unit is seen to reflect the developments of the institution enacted by the staff as a whole and by not a specialised clique. That is not to say that Unit Staff should always return to their home department. It would be a greater evidence of true development if they were seen to move to a new sphere of activity. The Head of the Unit may be a permanent member because he must have high status comparable with most of the senior executive staff of the institution (eg. Head of Department or Dean). But since one organisational form of change is to pay promoted salaries to individuals without linking them to organisational status, there is no reason why a Head of Unit on a Head of Department salary should not fulfil a simple teaching role, nor is there any reason why an 'ordinary' teacher should not act as a chairman of a department for a year or so.

The only way in which educational institutions can develop to cope with the future is by taking the emphasis away from course development and towards staff development. That is because the nature of courses depends on the kind of people who design them. Until people are helped to change without fear, they cannot commit themselves to organisational change.